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ABSTRACT

Issues related to the enrollment and education of foreign students in American graduate schools are examined. Most of these students come from developing countries and are often sent to the United States to acquire skills and training needed in their countries. Engineering is the field with the greatest concentration of foreign students. Although all students in a given discipline may be required to complete a core of common courses, each doctoral student's program is developed as a result of extensive discussion between student and adviser. However, masters' programs attempt to guarantee uniformity of background through prescribed sequences of courses rather than allowing modifications to suit the needs of the individual student. A problem is that engineering and business education, fields important to developing countries, are in this country embedded in the American cultural, political, and economic system. Sources of financial support for foreign students may be limited since some departments are reluctant to award teaching assistantships to students from nonEnglish-speaking countries, and research assistantships often are not available to first-year students. Information that should be provided to foreign students applying to U.S. graduate schools, the assessment of the student's preparation and English proficiency, and orientation and academic advising needs of foreign students are addressed. Recruitment concerns and public and private agencies concerned with international education exchange are identified and a bibliography is appended. (SW)

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THE FOREIGN STUDENT IN AMERICAN GRADUATE SCHOOLS

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The Council of Graduate Schools in the United States

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Preface

The Committee on International Education of the Council of Graduate Schools in the United States provides, in this statement, what they have referred to as a "primer" for the graduate dean's office on the subject of the foreign student in the American graduate school. This is not intended to be a definitive statement. Rather, it provides general guidelines and identifies issues that may require special attention on a particular campus. In addition, the reader is provided with the names and addresses of agencies that may be consulted for more specific information.

Michael J. Pelczar, Jr.
President
December, 1980

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Introduction

The CGS Committee on International Graduate Education was formed to examine the broad issues associated with an unprecedented growth in foreign student enrollment during the past decade. This growth, coming at a time of relative stability in domestic student enrollment and involving, for the most part, students from countries whose political and economic relationships with the United States are often matters of deep public concern, has raised many questions about the role of American graduate schools in the education and training of foreign students.

There are no simple or single answers. Diversity is a principal characteristic of American graduate education. Supporting this diversity, however, is a shared belief in the process of rational inquiry, not only as the basis for our graduate degrees, but as the touchstone for the development of policies affecting graduate education.

The Committee on International Graduate Education has attempted to address common concerns in the hope of stimulating discussion, recognizing that the responses to those concerns will be as varied as the institutions which constitute the membership of the Council of Graduate Schools in the United States.

The Foreign Student in American Graduate Schools

The number of foreign students in American graduate programs has increased dramatically during the last two decades, and many have projected that this figure will rise at an even faster rate during the rest of this century. Most of these students come from developing countries and, in many cases, are sent here to acquire skills and training needed by those countries as they increase their participation in the world's industrial, commercial, intellectual, and cultural activities. As American universities experience greater enrollment by foreign students, several issues can be identified which require the attention of graduate faculty and graduate school administrations. Among these are the effects of changing patterns of enrollment in specific programs, and, more broadly, the impact larger numbers of foreign students may have on university services and on campus life in general.

The enrollment of students in American graduate programs is governed by several factors, among which are the number of faculty, their availability and commitments, facilities for teaching and research, and financial support. Aware of these constraints, those responsible for making admissions decisions review credentials and recommend admission for those applicants who seem best qualified. Special skills, specific undergraduate prerequisites, and performance on standardized tests, such as the GRE, are among the criteria used to evaluate the candidates for admission to graduate programs. For the most part, foreign student applicants have been assessed similarly. In certain programs, however, the influx of foreign students has coincided with a relative decline in the number of American students entering those fields. This is the case in engineering, the field with the greatest concentration of foreign students.

The effect of large numbers of foreign graduate students on a specific program is difficult to assess. If the majority of those students are from one country or from a specific area of the world, they may feel that program modifications should be made to suit their particular needs. In most cases, this would undoubtedly be resisted by faculty on the grounds that such modifications might erode the quality and integrity of graduate study in the discipline. In some situations, however, broadening the perspective of programs, particularly in the technical areas, in order to expose students to a greater variety of problem situations could enrich a graduate program for all students.

If many foreign students in a specific program come from a country where there is political instability, they may be subjected to considerable pressures and anxieties that can markedly affect their academic progress. Funds to support them and to pay their tuition may be delayed or cut off entirely. Faculty members in departments so affected may find themselves much more involved in helping to resolve non-academic problems and may discover that

The Relevance of American Graduate Curricula

One consequence of the increased presence of foreign students in American graduate programs has been a growing interest, both in the United States and abroad, in the question of the relevance of American graduate education to the needs of foreign graduate students.

There are two fairly clear positions that can be debated in deciding the extent to which American graduate education should be responsive to the needs of foreign students. One of these holds that the primary responsibility of graduate education is to educate and train students to the developing edge of knowledge and to advance that knowledge continually through research in and scholarly contributions to the discipline. In this view, the needs of the discipline, as related to the need for knowledge of society at large, are not only dominant, but transcend time and place. All students, American and foreign, are viewed alike and their immediate or ultimate needs are irrelevant. The responsibility for application to different systems rests with the student. The other position maintains that graduate education is responsible for meeting the needs of its constituents and that programs should change in response to those needs. In this view, the job market or the needs of developing countries become prime considerations, and persuasive arguments can be advanced for the design of specialized programs for foreign students or American students, or any other constituency. In this case, the responsibility for translation to different systems rests with the program.

These two positions more than likely represent the extremes of a continuum, with the basic sciences at one end and the more practice-oriented programs at the other. There is little question that some programs, in some settings, could be focused on the needs of foreign students without any compromise in quality. It is equally obvious that other programs must answer only to standards imposed by the discipline and must ensure that all students meet those standards.

It is certainly true that graduate study and research in many fields has always involved a global perspective. Students, American or otherwise, have done research and written dissertations on topics and issues that relate to countries other than their own. Until recently, however, that phenomenon has involved fields such as history, political science, sociology, and most humanities disciplines. Of special interest today is the growing internationalization of business and technical fields so that, particularly in the more applied areas, there may be good reasons to modify programs, not just for foreign students but for all students. Many schools of business, for example, are adding new sequences in international business in recognition of this factor.

The general question of whether programs should be modified to accommodate the interests of foreign students can be answered only in specific

terms, and only in the context of certain basic characteristics of American graduate education. First, the discipline structure dominates the definition of program, and, in this context, one cannot talk about American graduate education as if it were monolithic or homogeneous. Each discipline has different requirements, and they are not always fulfilled in the same manner at each university. Second, whereas at one time, master's and doctoral programs were regarded as sequential parts of the same process—the training of scholars—the master's degree more and more is viewed as a practice-oriented degree, as an end in itself. Finally, in programs leading to doctoral degrees, the faculty advisor is the most important individual responsible for defining a student's specific program. Thus, although all students in a given discipline may be required to complete a core of common courses, each doctoral student's program is developed as a result of extensive and ongoing discussion between student and adviser.

The extent to which a student's graduate experience is consonant with that student's own goals is dependent on his ability to articulate these goals, the flexibility available in degree requirements, and the faculty adviser's willingness to accommodate the specific interests of the student. Graduate programs at the doctoral level are also usually individualized through the use of elective courses and, more importantly, through the selection of dissertation topics.

At the master's level, a different set of conditions may prevail. Many of the master's degrees in the United States are awarded for completion of a certain amount of course work. The thesis, which once provided a focal point for most master's programs, is now a requirement of relatively few. Instead of preparation for research, many master's degree programs today are often conceived as preparation for professional practice. Many of these programs, especially practitioner type degrees (M.B.A. and M.P.A.) rather than M.A. or M.S., are now routinely accredited by professional groups whose function is to ensure that the degree certifies specific experience and competencies. These programs, rather than promoting individuality, attempt to guarantee uniformity of background through prescribed sequences of courses. There is often little opportunity for modification to suit the needs of the individual student.

Another issue related to professional practice or applied graduate programs concerns cultural differences in disciplines. Many scientific and technical subjects are thought to be relatively "culture-free"; that is, they transcend national and cultural boundaries. This is certainly still true for fields like mathematics or chemistry. But in the more applied fields, a curious paradox arises. The graduate programs that are most attractive to foreign students are those that are most closely related to our own culture. The majority of foreign students who pursue advanced study in our universities do so in engineering and business. These subjects are of special and immediate concern to developing countries, and furthermore, the United States is perceived as the world leader in technology and business methods. But our graduate programs in these fields have developed in response to and in concert with American industry and business and are thus embedded in our cultural, political, and economic system. This may indeed make these programs less relevant in the

immediate sense for application to a different cultural system. The major questions that arise have to do with when, how, and by whom this transfer of knowledge from one system to another should occur. Is it the responsibility of the institution, the faculty member, or the student to effect this transfer? Should this transfer take place during the process of graduate education or after?

The graduate school, accepting the diversity in program goals that exists in different areas of an institution, recognizing the dominant role played by faculty members in defining graduate programs, and fostering unequivocal commitment to the highest academic standards, is ideally placed to provide a forum where these questions, issues, and ideas can be discussed. Through this kind of discussion, clear policies guiding foreign student graduate education can be formulated.

their knowledge of other cultures is inadequate or insufficient. Finally, recent national foreign policy events have brought the federal government and universities into a different kind of contact concerning student visa limitations and related matters. The potential for our government's foreign policy positions affecting foreign student admissions or enrollees is certainly greater than in past years, and universities may well need to develop more clearly stated policy positions on foreign students.

In selecting issues which require study and responses, each institution should weigh the questions in light of its history, its graduate school mission, and individual graduate program goals and objectives. The continued growth as well as the diversity of the foreign student population requires a university to act in a coordinated manner, with central administration knowledgable and supportive of efforts to deal with foreign students. The financial officers must be apprised of the possible implications of an increase in that student component of the institution. The foreign student advising office should be able to plan effectively for, and to manage the needs associated with an increase in foreign student enrollment. Individual academic departments and programs play a central role in the admission process as they should know best the appropriateness of their programs to a foreign student. The graduate school, or some other centralized admissions office, should be the focal point for the collection and collation of application materials.

The enrollment of foreign graduate students provides problems and challenges for administrators and faculty members. The greater diversity of the student body adds to the cultural and intellectual environment, but statements that justify foreign enrollments solely in terms of "mutual enrichment" may be not as compelling as they once were. Attention should be given to providing conditions and an environment that will favor the exchange of ideas and information among foreign students and American students.

We live in a pluralistic society and a pluralistic world, and learning to live with that diversity, rather than trying to assimilate it, may be the ultimate good that comes from a multi-national, multi-ethnic campus community. The common bond of scholarship is often the only one that universities can really provide, and the cause of world understanding should be advanced as different groups interact within what must be the free academic atmosphere of our universities.

The Assistantship as a Source of Financial Support for Foreign Graduate Students

The National Association for Foreign Student Affairs reports that substantial financial support for foreign graduate students comes from parents and relatives. Personal savings, fellowships, assistantships, and other employment constitute additional sources of support. Given the rising cost of graduate education in the United States, it is likely that the financial support provided by parents, relatives, and personal savings will be inadequate.

Financial support provided for graduate students by American universities is frequently in the form of assistantships or fellowships. Sources of support for foreign students may be much more limited. Many fellowships are not available to foreign students. In addition, some departments are reluctant to award teaching assistantships to students from non-English-speaking countries, particularly during the first year. Research assistantships constitute a more common form of support for foreign students, but even in this case, awards often are not available to first-year students. In all cases, departmental policies may vary from year to year and are linked to the availability of students and funds.

The appointment of graduate students to TA positions is usually the responsibility of the department chairman, but the graduate dean often is involved either through the allocation of funds or the initiation of campus-wide policies about the appointment process and related teaching-assistant matters. Thus, it may fall to the graduate dean, working in concert with department chairmen and college deans, to define the issues involved in utilizing international students as TAs and to coordinate the development of policies that attempt to ensure good teaching for undergraduates and fair treatment for foreign students seeking financial assistance.

At least three issues related to student dissatisfaction with TAs can be identified rather precisely. The first is intelligibility. Many foreign students speak English with an accent, and it is not always easy for American students to understand what is being said. This issue becomes complicated when one tries to distinguish between inability to understand the instructor and inability to understand the subject matter. In addition, many American students feel that the burden of learning to understand an unfamiliar accent should not be added to the burden of learning the subject. The second, somewhat more subtle issue, has to do with culture. Some foreign students come from backgrounds where the relationship between student and teacher is quite different from that found in the American classroom. This can lead to difficulties in communication that are entirely separate from the issue of intelligibility. The difficulties may range from inability to cope with questions perceived as challenging the authority of the teacher, to the reluctance of some male TAs

to work with female students. A third issue concerns the assumptions that a foreign graduate student may make about the level of knowledge of American undergraduates. This can be of great consequence in mathematics and related quantitative disciplines where, for the most part, foreign students, especially those from the Far East, tend to have had better mathematics preparation at the pre-college level than American students.

The ability to be understood in English, to communicate in a classroom setting, and to assess the backgrounds of students so as to be able to establish educational baselines, are attributes required of all teachers; in the case of the foreign TA, however, each of these attributes may be complicated by linguistic and cultural factors. Should American students expect all of their teachers to speak American English? In most universities, the answer would be no, since faculty and graduate teaching assistants come from many different countries. Wide variations in accents and in intelligibility do exist, however, and students have a right to demand instructors who can be understood. Graduate students whose English-speaking ability is inadequate for classroom instruction should not receive appointments as TAs. Some universities have tried to resolve this issue by establishing policies that prevent students from non-English-speaking countries from holding teaching assistantships during their first year in graduate school. Generic policies of this type may represent an attempt to avoid problems rather than to identify and resolve them. To do so may require a variety of means, all of which necessitate a commitment of time, including that of the faculty, and of funds on the part of the institution.

Foreign students who are not eligible for departmental assistantships, and who do not have their own source of support, will find it extremely difficult to continue their education in the United States since visa restrictions may prevent them (or their spouses) from holding jobs. Although many educational institutions have developed elaborate screening processes to assure that the student has sufficient funds available as a condition of admission the foreign student may still need emergency financial assistance. Some institutions have short-term loan programs available; larger or longer-term loans usually require resident co-signers.

While students from some countries are faced with acute financial difficulties when they try to pursue their education in this country, recent changes in the balance of wealth in the world, particularly those changes associated with the distribution of petroleum and related resources, have introduced new factors. Many students from the oil-rich countries have abundant financial resources available to them. Newly wealthy countries may indicate an interest in developing agreements whereby American universities are paid for the educational service they provide for students from those countries. Even under these circumstances, serious financial problems may arise for both students and American institutions when events in the home country interfere with the payment of tuition or stipends or both. Institutions with expanding foreign student enrollments need to recognize the advantages and possible risks of arrangements of this type and do all they can to ensure fiscal stability for the student as well as for the institution.

Financing graduate education is becoming an increasingly serious problem for all students. As sources of funds become limited, some foreign students may find it more difficult to qualify for support from American institutions. Universities with significant enrollments of foreign students will have to develop appropriate policies for dealing with these financial concerns.

Recruitment

In most graduate programs, recruitment procedures have been developed which are designed to attract well qualified applicants. The emphasis has been on attracting American students, and few institutions have actively sought to increase enrollment of foreign students. Some graduate institutions receive far more inquiries from abroad than can be dealt with effectively, and this problem has intensified as the number of foreign students seeking entry to American graduate schools has increased. At the same time, most institutions have begun to seek better ways of identifying outstanding students from other countries, and it is in this context that recruitment of foreign students should be viewed.

Here and abroad there exist many agencies, both governmental and non-governmental, which are involved heavily in international educational activities. Among them are the Institute of International Education (IIE), The African American Institute (AAI), The American-Mideast Educational and Training Service (AMIDEAST), and The Latin American Scholarship Program of American Universities (LASPAU). Some are engaged in recruitment and screening, others in the placement and/or funding of students. A knowledge of these organizations can be of immeasurable benefit to the graduate dean who wishes help in recruitment, in the interpretation of foreign credentials, or in understanding the social, cultural, and attitudinal expectations of students from other countries.

Embassies in Washington can serve as sources of information and support. Some of the larger embassies have individuals who are assigned the responsibility of assisting foreign students with problems related to their residency in the United States.

Some institutions have developed effective overseas alumni activities utilizing their own graduates who are supplied with up-to-date information on programs available in the United States, combined occasionally with faculty members who travel abroad to meet and screen prospective students. If overseas recruiting is undertaken by an institution, only employees or alumni specifically authorized by the institution should be utilized, and those individuals should be accountable to the graduate dean or some other central academic officer. The employment of overseas "brokers" should be discouraged, as these agents are primarily interested in financial remuneration rather than in the identification of well-qualified students or appropriate placements.

Any efforts made to increase the enrollment of foreign students requires constant attention in order for the institution to assure itself that well-qualified students are being admitted.

Foreign Graduate Admissions

The heart of a university's foreign student program for graduate students is the admissions process because it determines both the quantity and quality of enrolled graduate students. In research-oriented universities where students are admitted primarily for doctoral study (or to doctoral programs) the admissions decision rests almost entirely with the faculty. In other institutions, some or all of the graduate applicants may be admitted by a central admissions office. In either case, it is important that institutional decisions be internally consistent concerning minimum requirements for all applicants. Usually this is achieved through a general set of admissions requirements formulated by the graduate school.

The admission of foreign students differs only slightly from the admission of domestic students. In both cases, there must be some dissemination of information, whether this is seen as a recruiting tool or merely as providing applicants with information about the program. Some additional publications specifically oriented toward the student applying from outside the United States may be required. These publications should include information on the following items: a description of the institution, particularly with regard to the size of the student body and the range of programs available; an outline of the academic system, the degrees offered, general degree requirements, and time limits; English language requirements; housing information; realistic estimates of expenses for a twelve-month year for academic and general living expenses (including dependents); and services available to foreign students, such as advising.

The admitting institution, upon securing approval from the Immigration and Naturalization Service (INS) to enroll non-immigrant students, must assume responsibility for following the regulations set forth by INS and the United States Department of State. Among those regulations is the issuance of a *properly* executed Form I-20, the Certificate of Eligibility for Non-Immigrant Student Status (the IAP-66 for exchange visitors), to a foreign student who is accepted. The institution may issue an I-20 when it determines that the applicant has satisfied the following conditions: academic requirements, sufficient financial resources, and English language proficiency. Upon issuing the I-20, the institution certifies that the applicant is admitted for the purpose of enrolling in a full course of study which will lead to the attainment of a specific educational objective.

Institutions should make certain that the foreign student's previously attempted courses of study are comparable to those required of an American student seeking admission to the school at the same level. The evaluation of academic credentials is usually a cooperative effort between admissions and academic departments. Departmental faculty usually judge the appropriateness of a foreign student's academic background for the program(s).

To assess the adequacy of financial resources, many schools require an affidavit endorsed by a monetary institution in the student's home country,

or a *fully* detailed financial statement, or both. Occasionally these statements may be inaccurate and, as a result, many students who appear on paper to have adequate resources face financial difficulty. Institutions may wish to acquire documented evidence from the student's home country that restrictions on the export of money will not prevent the flow of funds to the university.

The evaluation of English mastery should be related to the proposed field of graduate study as well as to the availability of specialized English training programs. A procedure must exist for specifying any conditions or restrictions placed on the admission of the student such as improved English proficiency. A follow-up system to determine whether these conditions have been met should be present also.

English Language Competence

All foreign students entering graduate schools in the United States should possess proficiency in the use of the English language. This skill is necessary so that students can complete their academic programs successfully and function in social and cultural settings outside the classroom and laboratory. A student's inability to communicate effectively can cause academic problems and can also result in a sense of isolation or "foreignness."

Faced with these concerns a graduate institution has many questions related to the extent of its responsibility. Among them are: What means are available to evaluate a candidate's competence? How reliable are the evaluations? What minimal standards should an institution establish? What responsibility does the institution have to students who require additional English training? Should the graduate faculty allow a reduction in academic demands to permit foreign students to spend more effort in gaining English competency?

Several tests can be used to evaluate for admission the English proficiency of candidates whose native language is not English. Perhaps the most widely used is the Test of English as a Foreign Language (TOEFL), developed and administered by the Educational Testing Service. This test is administered throughout most of the world on dates which are widely publicized. Its stated purpose is to test listening comprehension (ability to understand spoken English), structure and written expression (ability to recognize appropriate standard written English), and reading comprehension and vocabulary (ability to understand various kinds of general reading matter).

The administrators of TOEFL do not determine passing and failing scores. Individual institutions must determine the level of scores that are acceptable; they are guided by information handbooks available to them from the TOEFL administrators, by past experience, and by the institution's capacity to provide adequate language training. TOEFL scores range from 200 to 700. While scores from the low to the middle or high 500s are the most widely used for admissions and placement purposes, they are probably the most difficult to interpret in terms of the candidate's ability to speak and write in English.

Information on all TOEFL programs is available from:

TOEFL Program Director
Box 899
Princeton, New Jersey 08541

The Michigan Test of English Proficiency is designed to test vocabulary, grammatical usage, and the individual's ability to comprehend oral and written English. In addition, the applicant must write an impromptu composition on an assigned topic. Like the TOEFL, the Michigan Test does not set passing or failing scores. Accumulated experiences with the Michigan Test allow the examiners to make recommendations about the applicant's relative ability to pursue academic work.

Information on this test is available from:

Division of Testing and Certification
English Language Institute
University of Michigan
Ann Arbor, Michigan 48109

The American Language Institute of Georgetown University administers an English test referred to as the ALI/GU test. It is designed to test English usage, reading vocabulary, and the ability to understand spoken English. The test is administered in many countries overseas and some forms of it are restricted to candidates for awards sponsored by the Agency for International Development (AID) or the International Communication Agency (ICA). The interpretation of test scores reflects the agencies' cumulative experiences with participants over a period of many years.

Institutions are cautioned not to seek "simple cut-offs." A test score is, after all, a measure of a person's ability to function at a given time and does not provide information about his prior achievement, motivation, aptitudes, and cultural abilities. Thus, performance on English placement examinations should be viewed as one kind of information, albeit an important one, that must be evaluated together with other data in order to make sound admissions decisions. Particularly significant in this regard is the institution's capacity to provide instruction in English as a second language. In addition to formal testing procedures designed to assess English language competence, information gained from intensive contact between graduate student and faculty members can be useful in revealing specific problems with English.

Admission to graduate school often marks the end of formal English instruction for most foreign students. Students who do need additional English training usually are reluctant to take any specific courses available which are designed to help them. Some may feel that their admission to graduate school is tacit acknowledgement of acceptable English, while others may recognize their deficiencies in English but lack the time to take the necessary courses because of their demanding academic schedules. In any event, there is often little attempt, by either the institution or the student, to elevate the English competence required for admission to the fluency necessary to write a thesis or a dissertation. This can cause serious problems for students and advisers.

Faculty advisers should encourage students to continue to develop English competence by expecting high standards of performance in classroom and written assignments. Students who have difficulty in meeting these standards should be encouraged to do extra work to improve their language skills although this will often mean making adjustments in the academic program to accommodate this additional activity. Departments with large numbers of foreign students should work closely with the foreign student office (if one exists) and with those faculty who teach English as a second language in order to ensure that students have every opportunity to improve their ability to use English.

Counseling and Advising Foreign Graduate Students

Most foreign students encounter dissimilarities between universities abroad and graduate schools in the United States. These may include the language of instruction, the methods of teaching and testing, the orientation of subject matter, the relationship between student and instructor, the relationship among students in the classroom and the laboratory, and, in some cases, the relationship between the student and the faculty adviser. In addition, there are the distinct social and cultural differences experienced in everyday life outside the academic setting. For some foreign students the adjustment to these differences is minimal; for others it may be difficult or traumatic. For this reason, most institutions involved in enrolling foreign students have established offices to assist foreign students.

The people staffing foreign student offices should be aware of cultural attitudes and behaviors characteristic of various parts of the world, and be concerned with assisting foreign students to adjust to living and going to school in the United States. While variations may exist in the scope of services and programs offered, certain activities are fairly standard. Information is usually available on immigration regulations, employment opportunities, housing, and financial assistance. There is usually an orientation program designed to acquaint the new student with the campus and the community. This program should include an introduction to American culture and to university life, with the foreign student assuming an active role in developing and implementing program activities. Preparing students for re-entry into the home culture after the completion of their academic programs is another activity sometimes undertaken by a foreign student office.

In most universities, the academic advising of both foreign and American students is performed by faculty in the students' discipline. In some departments, students, especially at the Ph.D. level, select their faculty advisers; in others, faculty advisers are assigned. An important component of the graduate educational experience is the advisor-advisee relationship that develops out of the mutual pursuit for and application of new knowledge. The motivation for exchange between adviser and foreign student advisee should transcend the boundaries of culture and form the basis for exchange between the adviser and advisee. However, the foreign student may not be conversant with the role of the faculty adviser. This circumstance, combined with a lack of proficiency in English, may lead to behavior that can be misinterpreted. For example, what the adviser may perceive as reluctance to show assertiveness and initiative in seeking assistance, actually may be a reflection of the student's particular cultural background. The foreign student office, with its trained staff, can assist faculty in understanding these cultural differences as well as the non-academic concerns that can affect scholastic performance.

The graduate dean should be prepared to maintain close contact with the

foreign student office, not only to keep informed about the developments in the field of international education but to serve as a link between that office and the departments.

Conclusion

Data and evidence on which to draw specific conclusions or recommendations for issues related to foreign graduate student education are inadequate. Institutional traditions and experience with foreign graduate students are also highly varied.

In examining the issues presented in this report, an institution may find it useful to form a task force to study the status and effects of foreign graduate student education on its campus. The questions and areas of concern discussed in this report may serve as a beginning for the collection, analysis, consideration, and evaluation of data about foreign graduate student education at individual institutions and the development of institutional policies and guidelines.

Government and Private Agencies Concerned with International Education Interchange

AFRICAN/AMERICAN INSTITUTE (AAI)

The African-American Institute arranges graduate study in the United States for Africans, grants travel awards to Africans for visits to the United States, and provides low-cost study and travel opportunities in Africa for Americans. The AAI has field offices in all large African countries.

Contact person: Heather Monroe, Acting Director of Education

Address: African-American Institute
833 United Nations Plaza
New York, New York 10017 (212) 949-5710

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS (AACRAO)

AACRAO is concerned with advancing education, particularly higher education, and enhancing the professional growth of those who work in admissions, records and registration, and financial aid. AACRAO, through the Joint Conference on Workshops, conducts workshops on the evaluation of foreign student credentials. AACRAO also publishes the World Series of Education, a series of booklets describing the educational systems of foreign countries and providing guides to the academic placement of international students.

Contact person: Douglas Conner, Executive Director

Address: AACRAO
One Dupont Circle
Washington, D.C. 20036 (202) 293-9161

AMERICAN COUNCIL ON EDUCATION

The international functions of the American Council on Education are performed by the Overseas Liaison Committee, the International Education Project, and the Council for International Exchange of Scholars. The Overseas Liaison Committee facilitates communication between the higher education professionals in the United States and the Pacific. The International Education Project tries to enlarge the constituency and resource base on international education and international studies. The Council for International Exchange of Scholars recommends senior scholars for university lecturing and post-doctoral research under the Fulbright Program.

Contact person: Becky Owens, Director, Office of International Education Policy

Address: American Council on Education
One Dupont Circle
Washington, D.C. 20036 (202) 833-4672

AMERICAN-MIDEAST EDUCATIONAL AND TRAINING SERVICES (AMIDEAST)

AMIDEAST, formerly the American Friends of the Middle East, is involved in all aspects of human resource development. It encourages cultural exchange between Americans and the people of the Middle East.

Contact person: James McCloud, Director of Information and Development Services

Address: American-Mideast Educational and Testing Services
1717 Massachusetts Avenue, N.W., Suite 100
Washington, D.C. 20036 (202) 797-7900

AMERICAN-SCANDINAVIAN FOUNDATION

The Foundation offers awards annually in an open competition to students and researchers in Scandinavian countries and the United States for cross-national programs at the graduate and post-doctoral levels. The fellowship program accepts projects from all disciplines.

Contact person: Delores DiPaola, Director Exchange Division

Address: The American-Scandinavian Foundation
127 East 73rd Street
New York, New York 10021

ASIA FOUNDATION

One of the functions of the Asia Foundation is to administer fellowship programs for Asians to study in the United States. These fellowships include the Congressional Fellowship, the Nieman Fellowship for mid-career journalists, and the Starr Foundation Fellowship for actuarial science. The Asia Foundation's role in each case is to seek qualified Asian candidates for these programs.

Contact person: Julio Andrews, Director
Asian-American Exchange

Address: The Asia Foundation
550 Kearny Street
San Francisco, California 94109

THE COLLEGE BOARD, INTERNATIONAL EDUCATION OFFICE

The College Board has several goals, among which are: 1) to increase access to higher and post-graduate education in the United States for international students and to facilitate their transition into a program of study; 2) to provide information on educational systems in other countries to United States' colleges and universities; and 3) to maintain ongoing relationships with private and governmental agencies involved in international educational exchange. The Board accomplishes these goals through its involvement in a variety of activities such as: Test of English as a Foreign Language (TOEFL), National Liaison Committee on Foreign Student Admissions, Overseas Workshops, Foreign Student Information Clearinghouse, and Credential Evaluation Project.

Contact person: Sanford C. Jameson, Director

Address: The College Board
Office of International Education
1717 Massachusetts Avenue, N.W., Suite 704
Washington, D.C. 20036 (202) 332-1480

INSTITUTE OF INTERNATIONAL EDUCATION

IIE seeks to build international understanding through the interchange of students and scholars and knowledge and skills. IIE administers scholarships and fellowships for international students and arranges for their admission to United States' colleges and universities. Among its other functions are: issuing publications; organizing travel, study, internships, and research programs for foreign leaders and specialists; providing information on higher education in the United States; and conducting seminars and conferences on major issues in international education.

IIE has regional offices in Atlanta, Chicago, Denver, Houston, New York City, San Francisco, and Washington, D.C. Its overseas offices are located in East Africa, Europe, Mexico, Chile, Hong Kong, and Bangkok.

Contact person: Joan H. Joshi, Vice President for Educational Services
Cassandra A. Pyle, Vice President for Fellowship Services

Address: Institute of International Education
809 United Nations Plaza
New York, New York 10017 (212) 883-8200

INTERNATIONAL COMMUNICATION AGENCY (USICA)

The International Communication Agency administers an exchange program under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright Program) which provides opportunities for United States' and foreign pre-doctoral students, professors, and senior researchers to pursue

academic work in other countries. The Agency also funds projects and cooperates with other organizations to provide information about educational systems in the United States and other countries.

Contact person: Darrell Carter, Acting Director, Congressional and Public Liaison

Address: International Communication Agency
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20547 (202) 724-9103

LATIN AMERICAN SCHOLARSHIP PROGRAM OF AMERICAN UNIVERSITIES (LASPAU)

LASPAU is an association of nearly 400 institutions of higher education in the United States, Latin America, and the Caribbean. Its purpose is to strengthen university teaching, research, and administration in the developing nations of the hemisphere by arranging scholarships for graduate study for Latin American and Caribbean faculty members in United States' colleges and universities.

Contact person: Barry R. Schuman, Director

Address: Latin American Scholarship Program of American Universities
25 Mount Auburn Street
Cambridge, Massachusetts 02138

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS (NAFSA)

NAFSA serves as a professional organization for those involved in the international educational interchange of students and scholars. It is the spokesman for international educational interchange programs in governmental and academic circles. NAFSA conducts conferences and workshops, provides consultation services, issues numerous publications on international interchange, and supports research projects.

Contact person: John F. Reichard, Executive Vice President

Address: National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009 (202) 462-4811

Bibliography

American Association of Collegiate Registrars and Admissions Officers. *World Education Series.*

This is a series of booklets that describes the educational systems of over 50 countries and provides guides to the academic placement of students.

College Entrance Examination Board. *The Foreign Graduate Student: Priorities for Research and Action:* Summary of a Colloquium held at Wingspread, Racine, Wisconsin, June 16-17, 1970. New York, 1971.

This report focuses on issues relating to the growing number of foreign graduate students in the United States such as: 1) the need for a long range national policy on international exchange of graduate students; and 2) the need for a rationale for the admission and training of foreign graduate students. This report also contains a review of literature and suggestions for needed research on foreign graduate students.

_____, *Recruitment of Foreign Students,* USA, 1978.

This pamphlet focuses on procedures for institutions wishing to increase their international student enrollment. Issues with which the pamphlet deals are: 1) establishing or enhancing a foreign student recruitment program; 2) developing recruitment literature for foreign students; and 3) conducting a foreign student recruitment tour.

_____. *Foreign Student Recruitment: Realities and Recommendations,* 1980.

This report focuses on issues related to the increasing number of third party recruiters of foreign students overseas, the abuses and the need for some criteria and standards.

Institute of International Education. *Curriculum: U.S. Capacities, Developing Countries' Needs.* USA, 1979.

This study contains the results of a survey conducted by IIE to discover how well the curriculum in U.S. higher educational institutions meets the needs of students from developing countries in the fields of agriculture, business, economics, engineering, engineering-related technologies, science, and health care professions. The findings are analyzed by leaders in the field and recommendations are included to assist institutions in the development of approaches to help students adapt what they learn in the United States to the home country conditions.

_____, Open Doors: *Report on International Exchange.*

An annual statistical report on the number of foreign college- and university-level students studying in the United States. It includes tables and a text that analyzes the statistics.

I.I.E. Publications List. 1980.

I.I.E. and E.T.S. *Testing and the Foreign Student*. 1979.
The final report of a symposium held in July 1979 sponsored by I.I.E. and E.T.S. to develop recommendations regarding standardized testing in the admission of international students.

National Association for Foreign Student Affairs. *NAFSA Newsletter*.
This monthly newsletter provides news on NAFSA activities, national and regional conferences, government actions, recent publications in the field, and also publishes articles on timely topics.

_____. *NAFSA Publications*.
This booklet contains a list of all NAFSA publications with summaries of each. Publications include: admissions, community relations, advising, intercultural communications, and many more.

_____. *The Relevance of United States' Graduate Programs to Foreign Students from Developing Countries*. By Marvin Baron. Washington, D.C., 1979.
This report summarizes the results of a survey conducted by NAFSA and CGS in autumn 1978 to ascertain in rough terms the extent to which American graduate faculty had made specific accommodations, both in curricular programming and doctoral research projects, to meet the special needs of students from developing countries. The survey analyzes the data received from 44 of the 93 graduate schools that received the questionnaire.

_____. *The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part I)*. 1980.
A set of country outlines prepared by ADSEC (the Admissions Section of NAFSA) for use in admissions and placement of international graduate students.

National Association for Foreign Student Affairs and the American Association of Collegiate Registrars and Admissions Officers. *The Admission and Academic Placement of Students from Africa*. 1974.

_____. *The Admission and Academic Placement of Students from the Caribbean*. 1973.

_____. *The Admission and Academic Placement of Students from Latin America*. 1971.

_____. *The Admission and Academic Placement of Students from the Middle East*. 1975.

_____. *The Admission and Academic Placement of Students from Scandinavia.* 1974.

A series of booklets which report on the educational systems of selected countries and regions. Each booklet is the outgrowth of a workshop sponsored jointly by NAFSA and AACRAO.

Spaulding, Seth and Michael Flack. *A Review and Evaluation of Research on Foreign Students.* Praeger Publishers, New York. 1976.

The report provides an analysis of the research relating to the experiences of foreign students in the United States, their effect on American communities, and the institutions of higher education where they are enrolled. The report also includes an annotated bibliography of over 400 studies used in the survey.